



# Town Hall

1. Update on SACCS Reaffirmation
2. Highlights of Revised QEP

September 6, 2013



# Update on SACS Reaffirmation

1. Compliant on 94 of 98 standards
2. Response to on-site Committee's recommendations and revised QEP were completed and sent to SACS on 8/27/13
3. Response and revised QEP will be reviewed and a recommendation will be made to the Compliance & Reports (C&R) Committee
4. C&R Committee decisions will be announced at the SACS-COC Annual meeting on December 10, 2013.
5. Fifth-Year Impact Report will be due to SACS in Spring of 2018.



# Highlights of Revised QEP

1. Title: “Discovering Global Citizenship: Building the Foundation for Comprehensive Internationalization”
2. Four student learning outcomes & six Global Citizenship Initiatives
3. Organizational Structure  
QEP Director, Implementation Leaders, Initiative Executive Committee, Graduate Assistant, Assessment Committee, other committees as needed
4. Theme years, with the theme being a region of the world - Haiti and the Caribbean & Africa and the Sub-Saharan World for 2013-2014



# Fall 2013

- Common Reading – *Brother, I'm Dying* by Haitian-American author, Edwidge Danticat (Ms. Danticat on TCU campus to address freshmen class and TCU Community)
- Local Global Leader, Dr. Ric Bonnell – “Healthcare in Haiti: A medical missionary’s perspective”
- Global Innovator Gerald Oriol, Jr., Haiti’s Secretary of State for the Integration of Persons with Disabilities
- English Department Green Honors Chair Kimberly Wallace-Sanders
- TCU Language and Culture Fest
- “Haiti: Where Did the Money Go?” documentary featuring Director, Michelle and Ethan Casey, author of *Bearing the Bruise: A Life Graced by Haiti*
- Atlantic Slave Trade Bus Tour to Evergreen Plantation and Miami
- Dr. Sophie Mitra, Professor of Economics, Fordham University “Employing the Disabled in Haiti’s Telecommunications Sector”



# Regional Focus

- 2013-2014: Caribbean/Africa and the Sub-Saharan World
- 2014-2015: Central Asia/Middle East
- 2015-2016: Southeast Asia and Vietnam
- 2016-2017: Europe and the Americas
- 2017-2018: China and India



# QEP Mission

To engage TCU with the world by  
providing  
international and comparative  
experiences for students



# QEP Outcomes

- Students will identify global issues from perspectives of multiple disciplines and cultures.
- Students will discuss critical questions about the impact of global issues on domestic and global communities.
- Students will develop cultural empathy and intercultural competence.
- Students will make responsible decisions about global issues.



# Initiatives

- Virtual Voyage
- Global Innovators
- Visiting Scholars
- Local-Global Leaders
  - Global Academy
  - TCU Abroad





# Initiatives

**Virtual Voyage:** Using technology and social media to connect TCU with developing communities.

**Global Innovators:** Leaders from developing communities engage classes across disciplines - includes a grant to TCU academic departments to advance innovator's work and sustain the engagement.

**Visiting Scholars:** Academics from institutions in the U.S. and abroad visiting TCU for varying lengths of time.



# Initiatives

- **Local-Global Leaders:** People from the DFW area, as well as those international experts with strong ties to the DFW area, who do important international work and are willing to engage in curricular and co-curricular programs at TCU.
- **Global Academy:** A multi-disciplined academic experience in which students analyze a global issue in the classroom coupled with a visit to a country in which the issue is of paramount importance.\_
- **TCU Abroad:** Continue to provide opportunities for students to study abroad, including increased opportunities in under-represented and/or developing countries.

# Assessment

Level	Outcome Statement	% of Students Targeted to Achieve
Foundational Level	Students will <u>identify</u> global issues from perspectives of multiple disciplines and cultures.	80%
Engagement Level	Students will <u>discuss</u> critical questions about the impact of global issues on domestic and global communities.	50%
Understanding Others Level	Students will <u>develop</u> cultural empathy and intercultural competence.	30%
Action and Application Level	Students will <u>make</u> responsible decisions about global issues.	20%

## Discuss Critical Questions

**Students will discuss critical questions about the impact of global issues on domestic and global communities.**

	Capstone 4	3	Milestones 2	Benchmark 1
Topic Identification	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Description of Global	Issue/problem's relevance to domestic and global communities is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem's relevance to domestic and global communities is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem's relevance to domestic and global communities is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem's relevance to domestic and global communities is stated without clarification or description.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.



# Other Outcomes

In addition to these student learning outcomes, TCU will track the student satisfaction and participation by assessing:

1. How many students participate in each initiative?
2. How many students participate in multiple initiatives?
3. How satisfied are students with their engagement with each initiative?
4. Over each incremental year, how many additional students participate in each initiative?
5. How many visits does the QEP website receive each year?



# How can you get involved?

1. Attend events
2. Propose events
3. Notify us of already existing events



# Submission Form

You will be asked

1. To choose the desired outcome
2. To choose the desired initiative
3. To explain what students will do to demonstrate that they have attained the outcome
4. And other things including anticipated budget (if any) and assessment strategies



# QEP Web Site

[www.qep.tcu.edu](http://www.qep.tcu.edu)





# Questions